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ABSTRACT

A study evaluated the effectiveness of the 1991-92 Reading Recovery program as implemented in the Columbus Public Schools. The program featured individualized one-on-one lessons provided by 48 specially trained teachers serving 227 pupils. Data included results of administration of Metropolitan Achievement Tests and Scott Foresman text reading level testing. The treatment group consisted of the 117 pupils who were either discontinued (78) or received 60 or more lessons but not discontinued (39). Results indicated that: (1) 102 pupils reached Scott Foresman level 8; (2) 93.8% of the pupils were not retained in grade one; (3) all pupils had parental involvement in the program; (4) 77.5% of 111 evaluation sample pupils gained 7.0 or more normal curve equivalents (NCEs); and (5) 84.8% of the teachers who had the Reading Recovery program serving children in their school found the program to be of value to their pupils. Results of analyses of long-term effects of Reading Recovery indicated that: (1) 40.4% of the pupils form the 1989-90 treatment group and 33.3% of the pupils from the 1990-91 treatment group were still being served in a compensatory education program; (2) of the 421 pupils from the 1989-90, 1990-91, and 1991-92 treatment groups who remained in the Columbus Public Schools through November 1992, 84.3% (355) followed a normal grade-level progression. Findings suggest continuation of the program with attention given to eight recommendations. (Twenty tables of data are included; survey and evaluation instruments are attached.) (RS)

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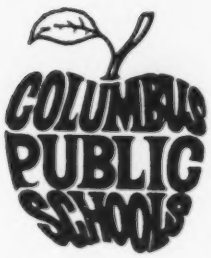
FINAL EVALUATION REPORT

READING RECOVERY™ PROGRAM

1991-92



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Elementary and Secondary Education Act - Chapter 1

FINAL EVALUATION REPORT
READING RECOVERY™ PROGRAM
1991-92

ABSTRACT

Program Description: The purpose of the 1991-92 Reading Recovery program was to provide early intervention to underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. The program featured individualized one-on-one lessons provided by specially trained teachers. The lessons were based upon diagnostic instruments designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

The Reading Recovery program was piloted in Columbus Public Schools during the 1984-85 school year, with the 1991-92 school year being the eighth continuous year of the program. The program was a joint effort of educators in the Columbus Public Schools, the College of Education of The Ohio State University, and the Ohio Department of Education and was funded by Elementary and Secondary Education (ESEA) - Chapter 1 monies. During 1991-92 the Reading Recovery program was located in 41 elementary schools, had a staff of 48 teachers (13.0 FTEs) and served 227 pupils. Most teachers served part-time in the program and part-time in the Early Literacy program.

Time Interval: For evaluation purposes the Reading Recovery program started on September 23, 1991 and continued through May 15, 1992. Pupils included in the final analyses for Desired Outcomes 2 and 3 must have received 60 or more instructional lessons or have been successfully discontinued (completed) from the program; for Desired Outcome 1 they also must have had a text reading level score from the May administration of the Scott Foresman text reading level testing. To be included in the analysis of standardized test achievement, pupils must have received 60 or more instructional lessons or have been successfully discontinued and have had a valid pre- and posttest score on a nationally standardized achievement test.

Activities: To help pupils develop reading strategies, daily 30-minute individualized lessons included a variety of instructional activities, such as reading and re-reading books while the teacher recorded their strategies and errors, writing and reading their own stories, letter identification, and sound analysis or words.

Achievement Objective: Pupils were to receive Reading Recovery instruction until they were ready to be successfully discontinued from the program. Discontinued pupils were those who successfully completed the program according to (a) predetermined levels on diagnostic measures indicating that the pupils were reading at the average level for the district, and (b) teacher judgment that the pupils had developed effective reading strategies and could learn in the normal classroom setting without extra individual help.

Evaluation Design: The evaluation design included three desired outcomes: (1) at least 50 percent of the pupils who were discontinued or who had received 60 or more lessons would reach an appropriate text reading level (Scott Foresman Level 8) for promotion to grade 2; (2) at least 75 percent of the pupils who were discontinued or who had received 60 or more lessons would not be retained; and (3) at least 75 percent of parents whose children were discontinued or received 60 or more lessons would become involved in the program. In addition to the three desired outcomes, four evaluation questions were included in the evaluation design based upon two major program goals: to develop and provide the Reading Recovery program for first grade children, and to adopt and apply the necessary inservice program for teachers. Questions were asked in the following areas: (a) service patterns of pupils; (b) performance levels of Reading Recovery pupils on a standardized test of reading; (c) classroom teacher ratings of pupils served by Reading Recovery during the 1990-91 school year and classroom teacher attitudes regarding the Reading Recovery program; and (d) long term effects.

The major evaluation effort was to be accomplished through the administration of the Scott Foresman text reading level testing in May, 1992 and the administration of the Metropolitan Achievement Tests, Level Preprimer, Form L, 1985 (MAT6) for pretesting and Level Primer, Form L, 1985 (MAT6) for posttesting. Analyses of the standardized test data included percentiles, districtwide average NCE scores, and pretest-

posttest NCE gains. Locally constructed instruments were used to collect enrollment/attendance, parent involvement, and survey (attitude) data. District computer files were used for retention data.

Major Findings/Recommendations: The Reading Recovery program served 227 pupils in 1991-92, with average pupil enrollment of 71.1 days. Average pupil attendance was 62.0 days and the average number of instructional lessons was 51.1. The treatment group consisted of the 117 pupils who were either discontinued (78) or received 60 or more lessons but not discontinued (39). Program developers have estimated that most pupils need approximately 60 lessons to complete the program. Of the treatment group pupils, 111 had valid pretest and posttest scores, were English speaking, and were included in the evaluation sample.

Each of the three desired outcomes for the 1991-92 Reading Recovery program were met. Of the 117 pupils in the treatment group, 113 had a May text reading level score. Of these 113 pupils, 102 (90.3%) reached Scott Foresman level 8 (the criterion for the desired outcome was 50.0%); of the 117 pupils in the treatment group, 98.3% (115) were not retained in grade one. Of the 117 treatment group pupils, all (100.0%) had parental involvement in the program (the criterion for retention and parent involvement was 75.0%).

The mean NCE scores on the pretest and posttest were 21.5 (national percentile rank 9.0) and 44.1 (national percentile rank 39.0) respectively. The average growth was 22.6 NCEs. Overall, 86 (77.5%) of the 111 evaluation sample pupils gained 7.0 or more NCEs. Forty-six (41.4%) of the evaluation sample pupils reached the average NCE (46.7) for the district as a whole. The percentages of pupils who were at various percentile levels on the posttest were as follows: (a) 35.1% (39) were at the 50%ile or above (grade level); and (b) 48.6% (54) were below the 37%ile and still eligible for Chapter 1 services.

The Classroom Teacher Survey included ratings related to the reading performance in 1991-92 of pupils who received Reading Recovery service in 1990-91. On a scale that ranged from 5 (very successful) to 1 (very unsuccessful), the average rating on 11 reading items were as follows. For grade 1 (retained) pupils, the average ratings ranged from 4.25 to 3.00. For grade 2 pupils, the average ratings ranged from 3.65 to 3.15. By pupil category, discontinued pupil average ratings for the 11 items ranged from 3.96 to 3.42, compared with 3.00 to 2.44 for not discontinued pupils. Of the teachers responding to the survey who had the Reading Recovery program serving children at their school during 1991-92, 84.8% (39) found the program to be of value to their pupils, and 78.3% (36) found the funding for the program to be appropriate.

Results of the analyses of the long-term effects of Reading Recovery revealed the following. Of the former Reading Recovery pupils who were in a school and at a grade level where a compensatory education program was in operation in 1991-92, 40.4% (74) of the pupils from the 1989-90 treatment group and 33.3% (45) of the pupils from the 1990-91 treatment group were still being served in a compensatory education program. Of the 421 pupils from the 1989-90, 1990-91, and 1991-92 treatment groups who remained in the Columbus Public School through November 1992, 84.3% (355) followed a normal grade-level progression. The retention rates for grade 1 were: 13.7% for the 1989-90 treatment group, 4.1% for the 1990-91 treatment group, 1.8% for the 1991-92 treatment group, and 7.8% for the three treatment groups combined.

Based on evaluation results it is recommended that the Reading Recovery program be continued, with attention given to the following additional recommendations: (a) exploring ways to reduce the amount of time program teachers spend with record keeping; (b) increasing parent involvement; (c) identifying pupils needing special education instruction at the earliest possible date; (d) providing opportunities for co-ordination between the program and classroom teachers; (e) incorporating in the evaluation design the percentage of discontinued program pupils; (f) maintaining existing instruments for data collection; (g) maintaining a viable inservice program for program teachers; and (h) establishing a structured process observation procedure.

FINAL EVALUATION REPORT
READING RECOVERY™ PROGRAM
1991-92

Program Description

The purpose of the 1991-1992 Reading Recovery™ program was to provide early intervention to underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. To accomplish this purpose the program featured individualized one-on-one lessons 30 minutes daily provided by specially trained teachers. The lessons were based upon diagnostic instruments which were designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

The Reading Recovery program began in Columbus Public Schools during the 1984-85 school year, with a pilot program at 6 schools, serving 70 pupils taught by 14 teachers. During 1991-92, the program served pupils at 41 schools, with a teaching staff of 48 teachers (13.0 FTEs--Full Time Equivalents). Table 1 shows staffing, number of schools, and pupils served for the eight years of the program's existence.

Most Reading Recovery teachers were assigned individually to a building, working half the day in the Reading Recovery program and half the day in the Early Literacy program. Typically a program teacher taught three Reading Recovery pupils for 30 minutes each and four groups of six Early Literacy pupils for 40-45 minutes each.

In 1991-92 the Reading Recovery program was located in the following 41 elementary schools.

Schools Served by the Reading Recovery Program
1991-92

Arlington Park	East Linden	Lincoln Park	Second
Avondale	Fair	Lindbergh	South Mifflin
Beck	Fairwood	Linden	Southwood
Broadleigh	Franklinton	Livingston	Sullivant
Burroughs	Hamilton	Main	Trevitt
Clinton	Heyl	Maize	Weinland Park
Cranbrook	Highland	Medary	West Broad
Dana	Hubbard	Moler	Windsor
Deshler	Hudson	Ohio	
Eakin	Kent	Pilgrim	
East Columbus	Koebel	Reeb	

Schools were chosen for inclusion in the program according to the percent of pupils attending a school who were eligible for a free or reduced priced lunch (F & RPL). Those schools with the highest percentage F & RPL are included in the program each year, with the total number of schools involved in the program for a given year determined by the availability of funding for that year. Two schools, Clinton and Maize Elementaries, funded through a Private Industry Council (PIC) grant, were also included in the program for 1991-92.

The 48 program teachers received support from 2 teacher leaders who served as trainers, resource teachers, program coordinators, and program teachers. The teacher leaders taught a required credit course for the first-year Reading Recovery teachers (8 teachers out of 48) and provided inservice training for the experienced program teachers (34 teachers out of 48). Additionally, 4 of the 48 teachers received extended training to become future teacher leaders. Funding for the program was provided by Elementary and Secondary Education (ESEA) - Chapter 1 and Private Industry Council (PIC) grant monies.

Table 1

Staffing, Schools, and Pupils Served
Reading Recovery™ Program
Columbus Public Schools
1984-1992

School Year	Teachers	Teacher Full-Time Equivalents (FTE)	Schools	Pupils Served
1984-85[a]	14	7.0	6	70
1985-86	30	16.0	12	224
1986-87	52	26.0	20	335
1987-88	57[b]	29.0	26	393
1988-89	49[b]	23.8	26	283
1989-90	66[c]	29.0	31	514[d]
1990-91	60[e]	20.0	38	297
1991-92	48[f]	13.0	41	227

[a]Pilot year.

[b]Plus support staff including 3 teacher leaders and 1 Ohio State University affiliated teacher.

[c]Includes 5 teacher leaders and 3 teacher leaders-in-training.

[d]Includes 150 pupils with group service only.

[e]Includes 2 teacher leaders and 3 teacher leaders-in-training.

[f]Includes 2 teacher leaders and 4 teacher leaders-in-training.

At the beginning of the year, classroom teachers selected first-grade pupils who appeared to be most in need of reading help to take two diagnostic reading and writing tests: Concepts About Print and Dictation (see Appendix A, pp. 33-34), which are two of the diagnostic assessments designed by Marie Clay, developer of the Reading Recovery program. Scores from these two tests were used to determine a pupil's Selection Score. Selection Scores of 85 or below (see Appendix B, p. 35) qualified pupils for Reading Recovery or Early Literacy program service, pupils with the lowest scores being served first. The typical program teacher served 27 pupils, three Reading Recovery pupils and 24 Early Literacy pupils, with the three Reading Recovery pupils chosen from the middle of the lowest 27 scores. After selection for either the Reading Recovery program or the Early Literacy program, pupils were administered four additional diagnostic reading and writing tests: Letter Identification, Ohio Word Test, Writing Vocabulary, and Text Reading Level. These additional diagnostic tests were given to pupils to provide program teachers with more information about each pupil before beginning program instruction. The six diagnostic tests were also administered at various times throughout the school year as pupils entered or exited the program and again at the conclusion of the program year. Selection of pupils occurred prior to administration of the program norm-referenced pretest (Metropolitan Achievement Tests--MAT6, 1985, Preprimer, Form L).

Each pupil enrolled for individual service in the program spent approximately the first 10 days "Roaming Around the Known." During this period the Reading Recovery teacher built rapport with the pupil and provided an opportunity for the pupil to use the strategies he or she already knew in meaningful

reading and writing activities. Once the Reading Recovery lessons began, a familiar pattern was established. A typical 30-minute lesson included most or all of the following activities.

1. Two or more familiar books from previous lessons were selected by the pupil to be read to the teacher.

2. The teacher made a running record while the pupil read the book that was introduced to the pupil and attempted on the previous day. During this time the Reading Recovery teacher changed the focus from instruction to observation. Meaning, structure, and visual cues were analyzed to determine which cues were used or neglected by the pupil. Each day the teacher carefully recorded the pupil's development of reading strategies (e.g., self-monitoring, searching for cues, cross-checking, self-correcting) or ability to determine the meaning of continuous text.

3. During letter identification, plastic letters were used on a magnetic board.

4. The pupil dictated a story and then learned to write and read it with the teacher's help.

5. During sound analysis of words from a written story, the pupil was encouraged to say the words slowly and write what could be heard.

6. A completed story was cut into separate words, which were scrambled, and then rearranged in the correct order by the pupil.

7. A new book was introduced by the teacher.

8. The new book was attempted by the pupil.

When it was determined by the Reading Recovery teacher, in consultation with the classroom teacher and the teacher leader, that a pupil had made sufficient progress to work successfully in the normal classroom setting without extra help, the pupil was recommended to be discontinued. Discontinued pupils were defined as those who had successfully completed the program according to predetermined levels on the diagnostic measures and had been released from the program. When pupils left the program (e.g., were discontinued, moved from the school, were placed in special programs), pupils entered the program either from the Early Literacy program or from a waiting list.

Evaluation Design

For program year 1991-92, three desired outcomes were established for the Reading Recovery program.

Desired Outcome 1:

At least 50 percent of the program pupils (pupils discontinued or having had 60 or more lessons) will reach an appropriate text reading level for promotion to grade 2. The appropriate text reading level for the end of grade 1 is successful completion of reading level 8 (3rd preprimer).

Desired Outcome 2:

At least 75 percent of program pupils will not be retained.

Desired Outcome 3:

At least 75 percent of parents of program pupils will become involved in the program through observations, conferences, volunteering in the classroom, or home participation.

In addition to the desired outcomes, evaluation questions were developed based on two goals identified from the 1984-85 proposal. The goals were:

1. To develop and provide the Reading Recovery program for first-grade pupils.

   The individual child who has been identified as being "at risk" of failure has recovered essential reading strategies and can function satisfactorily in the regular classroom.

2. To adapt and apply the necessary inservice program for teachers.

   To implement the Reading Recovery techniques, teachers will receive intensive training over the period of a year while simultaneously implementing the program with children through clinical and peer-critiquing experiences guided by a skilled instructor.

Based on these two goals, four evaluation questions regarding the 1991-92 Reading Recovery program were developed. The questions focused on the following areas: service patterns, pretest-posttest performance on a standardized test of reading, attitudes of professional staff, and long-term effects of the program. The specific evaluation questions and analyses for each are listed below.

Question 1 What were the service patterns of pupils in the Reading Recovery program?

Analysis 1.1 Number of pupils who were served.

Analysis 1.2 Number of pupils who were discontinued.

Analysis 1.3 Demographic characteristics of pupils who were served.

Analysis 1.4 Demographic characteristics of pupils who were discontinued.

Question 2 What were the performance levels of Reading Recovery pupils on a standardized test of reading?

Analysis 2.1 Number and percent of pupils reaching the 50%ile in Total Reading on the MAT6.

Analysis 2.2 Number and percent of pupils reaching the 37%ile in Total Reading on the MAT6.

Analysis 2.3 Number and percent of pupils reaching the average NCE for the district in Total Reading on the MAT6. (Analysis will be based on available data. Availability of data will come from schools involved in other programs requiring total school testing.)

Analysis 2.4 Number and percent of pupils who have shown a gain of seven NCE points between pretest and posttest in Total Reading on the MAT6.

Analysis 2.5 Analysis of central tendency and distribution of NCE scores on the pretest and posttest of Total Reading on the MAT6.

Question 3 What were the teacher ratings in 1991-92 of pupils who were served by Reading Recovery during the 1990-91 school year? What were the attitudes of these teachers regarding the Reading Recovery program?

Analysis 3.1 Frequency counts, percents, and content analysis of the survey of teachers who had pupils in 1991-92 who were served by Reading Recovery in the 1990-91 treatment group (Classroom Teacher Survey).

Question 4 What were the long-term effects of the Reading Recovery program?

Analysis 4.1 Number and percent of pupils in the 1989-90 and 1990-91 Reading Recovery treatment groups who in 1991-92 attended a school where a compensatory program was available and who were served by a compensatory program.

Analysis 4.2 Number and percent of pupils in the 1989-90, 1990-91, and 1991-92 Reading Recovery treatment groups who followed a normal grade level progression.

Instruments

The evaluation design provided for the collection of data in the following six areas of operation for the overall program.

1. Teacher Census Information

   Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, and school assignment (see Appendix C, p. 38).

2. Pupil Census Information

   Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, Selection Scores, and parent involvement data (see Appendix D, pp. 40-41).

   Pupil Roster was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from computer generated lists of all first grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

   Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to summarize enrollment/attendance data, number of lessons, text reading level, parent involvement, discontinued status, hours of instruction per week, English-speaking status, and progress made for each pupil served (see Appendix E, p. 43).

3. Retention Information

   District computer files were utilized to access retention data.

4. Parent Involvement Information

   Parent Involvement Log (PIL) was used to record parent involvement data, including the date, type of activity/involvement, name of attendee(s), and amount of time of involvement (see Appendix D, pp. 41).

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize data collected from the Parent Involvement Logs for each pupil served (see Appendix E, p. 43).

5. Pupil Text Reading Level Achievement/Pupil Standardized Achievement Test Information

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize text reading level information for each pupil served (see Appendix E, p. 43).

The Metropolitan Achievement Tests (MAT6, 1985) was used as the pretest and posttest for all pupils in the Reading Recovery program. This test series has empirical norms for fall and spring, established October 1-31, 1984, and April 8 to May 15, 1985. The description of the MAT6 pretest and posttest is as follows:

	Level	Form	Recommended Grade Range	Subtests	Number of Items
Pretest	Preprimer	L	K.O - K.9	Total Reading	54
Posttest	Primer	L	K.5 - 1.9	Vocabulary	15
				Word Recognition Skills	36
				Reading Comprehension	38
				Total Reading	89

The MAT6 tests were administered by classroom and program teachers. Pretesting occurred September 18-22, 1991. Posttesting occurred April 6-10, 1992. All testing was done on level, as indicated in the table above.

6. Teacher Rating Information

Reading Recovery Classroom Teacher Survey was used to obtain information from teachers instructing pupils who were served by the Reading Recovery program during the 1990-91 school year. Data collection was completed in May 1992 (see Appendix F, pp. 45-48).

Inservice evaluation information, data which were not specified in the Reading Recovery evaluation design but were collected routinely, is not included here but has been submitted to the Department of Federal and State Programs, Columbus Public Schools.

Major Findings

Pupils Served/Desired Outcomes

During the 1991-92 school year, a total of 227 pupils were served by the Reading Recovery program. The treatment group for 1991-92 was limited to the 78 pupils who were discontinued and the 39 additional pupils who had a minimum of 60 lessons but were not discontinued (a total of 117 pupils or 51.5% of all pupils served). The use of the 60 lesson distinction was based upon the premise in Marie Clays' research in New Zealand (1979) which determined that an average of 60 lessons was needed for pupils to be discontinued and to continue to work successfully in the normal classroom setting. Thus, the 110 other pupils served were excluded from the treatment group. The evaluation sample used for evaluation of standardized achievement test performance was restricted to those pupils who were in the treatment group, were English-speaking, had both pretest and posttest administrations of the standardized achievement test (MAT6), and had a valid MAT6 Total Reading score for both pretest and posttest. Of the 117 pupils in the treatment group, 6 pupils were excluded from the evaluation sample because of incomplete test data. The evaluation sample was comprised of the remaining 111 pupils, which was 94.9% of the treatment group and 48.9% of the 227 pupils served.

Desired Outcome 1:

At least 50 percent of the program pupils (pupils discontinued or having had 60 or more lessons) will reach an appropriate text reading level for promotion to grade 2. The appropriate text reading level for the end of grade 1 is successful completion of reading level 8 (3rd preprimer).

A total of 113 pupils were discontinued from the Reading Recovery program or had received 60 or more lessons during the school year and had a text reading level score from the May administration of the Scott Foresman text reading level testing. Of these 113 pupils, 102 (90.3%) reached at least level 8 on the Scott Foresman text reading level test, thus allowing Desired Outcome 1 to be met.

Desired Outcome 2:

At least 75 percent of program pupils will not be retained.

Desired Outcome 2 was based on the number of pupils who were discontinued from the Reading Recovery program or who had received 60 or more lessons during the school year. A total of 117 pupils met one of these criterion. These 117 pupils formed the treatment group for 1991-92. Of these 117 pupils, 115 (98.3%) were not retained. Thus, Desired Outcome 2 was met.

Desired Outcome 3:

At least 75 percent of parents of program pupils will become involved in the program through observations, conferences, volunteering in the classroom, or home participation.

Desired Outcome 3 was based on the 117 pupils in the 1991-92 treatment group. All of these 117 pupils had the appropriate parent involvement in the program that allowed Desired Outcome 3 to be met.

Question 1 What were the service patterns of pupils in the Reading Recovery program?

Analysis 1.1 Number of pupils who were served.

Analysis 1.2 Number of pupils who were discontinued.

Analysis 1.3 Demographic characteristics of pupils who were served.

Analysis 1.4 Demographic characteristics of pupils who were discontinued.

The service patterns of the Reading Recovery program are reported below in the following order: the number of pupils who were served and their demographic characteristics; the number of lessons received; and the number of pupils who were discontinued and their demographic characteristics.

The 1991-92 Reading Recovery program served a total of 227 first-grade pupils in 41 schools (see Table 1, page 2). During 1990-91, 297 pupils were served in 38 schools, a decrease in pupils served of approximately 23.6% (70 pupils) for school year 1991-92. This decrease in pupils served resulted in part from a decrease in program teachers from 20.0 FTEs to 13.0 FTEs, a 35.0% decrease in teaching staff. Reading Recovery pupils received 30-minute lessons daily, for an average of 2.5 hours of instruction per week.

The demographic characteristics (gender, race, and socio-economic status) of the 227 pupils who were served in the program were analyzed from the school district's Student Master File (SMF), Pupil Information File (PIF), and November 1991 official enrollment tape. The data were based on information reported by parents and/or school personnel. Of the pupils served, 59.9% (136) were boys and 40.1% (91) were girls (see Table 2). As for the distribution by race, 41.0% (93) of the pupils served were identified as Non-Minority, 57.7% (131) were Black, and the remaining 1.3% (3) were Other Minority (see Table 3). The Other Minority category included Spanish Surname, Asian American, and American Indian. Socio-economic status was indicated by pupil eligibility for subsidized (free or reduced price) lunch as of June 1991. Of the 227 pupils served, 81.5% (185) were on free lunch, 6.2% (14) were on reduced price lunch, and 12.3% (28) were not on subsidized lunch (see Table 4).

For evaluation purposes, the pupils served in the program were divided into three categories: discontinued pupils (those who had successfully completed the program); not discontinued pupils who had received 60 or more lessons; and other pupils served (those who were not discontinued and who received fewer than 60 lessons). Of the 227 pupils served during 1991-92, 34.4% (78) were discontinued, 17.2% (39) were not discontinued but received 60 or more lessons, and 48.5% (110) were other pupils served (see Table 5). For 1990-91, program data revealed that 40.4% of pupils were discontinued, 11.4% were not discontinued but received 60 or more lessons, and 48.1% were other pupils served. The data show that the percent of pupils discontinued decreased and that the percent of pupils who received 60 or more lessons but were not discontinued increased. When looking at only treatment group pupils (those who were discontinued or had 60 lessons or more), data show that 66.7% (78 out of 117 pupils) were discontinued during 1991-92. During 1990-91, there were 154 treatment group pupils, with 120 (77.9%) being discontinued, a decrease of over 10 percent from the 1990-91 to 1991-92 school year.

Enrollment data indicate that for 1991-92, average pupil enrollment was 71.1 days, compared to average pupil enrollment of 64.8 days in 1990-91. The average pupil attendance was 62.0 days in 1991-92, compared to 56.1 days for 1990-91. The number of lessons completed by pupils ranged from none to 123, with an average of 51.1 lessons, compared to an average of 46.0 lessons in 1990-91. It was possible for a pupil to be enrolled in the program and receive no lessons. During the first 10 days of program attendance, pupils are "Roaming Around the Known." These 10 days count as days of enrollment and attendance, but not as days of lessons. During 1991-92, 11 pupils were enrolled and attended the program, but withdrew before they could begin lessons, and therefore had no lessons recorded. During 1991-92, the average number of pupils served by each teacher (13.0 FTEs) was 17.5 pupils and the average number of pupils' discontinued by each teacher was 6.0 pupils, compared with 14.9 pupils served and 6.0 pupils discontinued by each teacher in 1990-91.

A continuing concern of program planners is how long to serve pupils who appear to make little or no progress after a large number of lessons. Approximately 60 lessons are considered necessary for most pupils to successfully complete the program. However, in 1991-92, the number of lessons needed by pupils to be discontinued varied greatly. For example, six pupils were discontinued with less than 40 lessons but 13 other pupils were not discontinued after 100 or more lessons. The number of lessons completed by pupils who were discontinued ranged from 30 to 111, with an average of 66.9 lessons. The number of lessons completed by pupils who were not discontinued (the two other pupil categories

Table 2

Percent and Number of Reading Recovery Pupils Served by Gender 1991-92

Gender	%	(N)
Boys	59.9	(136)
Girls	40.1	(91)
Total	100.0	(227)

Table 3

Percent and Number of Reading Recovery Pupils Served by Race 1991-92

Race	%	(N)
Non-Minority	41.0	(93)
Black	57.7	(131)
Other Minority[a]	1.3	(3)
Total	100.0	(227)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 4

Percent and Number of Reading Recovery Pupils Served by Subsidized Lunch Status 1991-92

Subsidized Lunch Status	%	(N)
Free	81.5	(185)
Reduced	6.2	(14)
Paying	12.3	(28)
Total	100.0	(227)

Note. Based on June 1992 data

Table 5

Percent and Number of Reading Recovery Pupils
Served by Pupil Category and Number of Lessons
1991-92

Number of Lessons	Pupil Category: Discontinued Pupils[a]		Pupil Category: Not Discontinued Pupils[b]		Pupil Category: Other Pupils Served[c]		Total Pupils Served	
	%	(N)	%	(N)	%	(N)	%	(N)
Fewer than 60								
0-9	0.0	(0)			20.9	(23)	10.1	(23)
10-19	0.0	(0)			20.9	(23)	10.1	(23)
20-29	0.0	(0)			16.4	(18)	7.9	(18)
30-39	7.7	(6)			16.4	(18)	10.6	(24)
40-49	11.5	(9)			20.0	(22)	13.7	(31)
50-59	16.7	(13)			5.5	(6)	8.4	(19)
Subtotal	35.9	(28)			100.0	(110)	60.8	(138)
60 or More								
60-69	21.8	(17)	15.4	(6)			10.1	(23)
70-79	17.9	(14)	12.8	(5)			8.4	(19)
80-89	10.3	(8)	12.8	(5)			5.7	(13)
90-99	7.7	(6)	25.6	(10)			7.0	(16)
100-109	5.1	(4)	20.5	(8)			5.3	(12)
110-119	1.3	(1)	10.3	(4)			2.2	(5)
120-129	0.0	(0)	2.6	(1)			0.4	(1)
130-139	0.0	(0)	0.0	(0)			0.0	(0)
Subtotal	64.1	(50)	100.0	(39)			39.2	(89)
Total	100.0	(78)	100.0	(39)	100.0	(110)	100.0	(227)

[a] Discontinued pupils could have any number of lessons

[b] Not discontinued pupils with 60 or more lessons

[c] Other pupils served with fewer than 60 lessons

combined) ranged from 0 to 123 lessons, with an average of 42.8 lessons. Of the 89 pupils who received 60 or more lessons, 56.2% (50) were discontinued and 43.8% (39) were not discontinued. A distribution of the number of lessons completed by pupils in the three pupil categories is shown in Table 5.

An examination of the 78 pupils who were discontinued from the program revealed that 47 (60.3%) were boys and 31 (39.7%) were girls. These figures are representative of all pupils served (see Tables 2 and 6). Of the 136 boys served, 34.6% were discontinued, almost equaled by the 34.1% discontinued for the 91 girls served. The analysis by race indicated that 64.1% (50) of the discontinued pupils were Black, which was greater than the percent of all pupils served who were Black (57.7%). Non-minorities made up 35.9% (28) of discontinued pupils and no Other Minority pupils were discontinued (see Tables 3 and 7). Of the 78 discontinued pupils, 73.1% (57) were on free lunch, 9.0% (7) were on reduced lunch, and 18.0% (14) were not on subsidized lunch. When comparing these figures to all pupils served, smaller percentages of discontinued pupils were on free or reduced priced lunch and a higher percentage of discontinued pupils was not on subsidized lunch (see Tables 4 and 8).

Question 2 What were the performance levels of Reading Recovery pupils on a standardized test of reading?

Analysis 2.1 Number and percent of pupils reaching the 50%ile in Total Reading on the MAT6.

Analysis 2.2 Number and percent of pupils reaching the 37%ile in Total Reading on the MAT6.

Analysis 2.3 Number and percent of pupils reaching the average NCE for the district in Total Reading on the MAT6. (Analysis will be based on available data. Availability of data will come from schools involved in other programs requiring total school testing.)

Analysis 2.4 Number and percent of pupils who have shown a gain of seven NCE points between pretest and posttest in Total Reading on the MAT6.

Analysis 2.5 Analysis of central tendency and distribution of NCE scores on the pretest and posttest of Total Reading on the MAT6.

MAT6 posttest scores from April 1992 were analyzed for the 111 pupils in the evaluation sample and for certain subgroups within the evaluation sample (see Tables 9 and 11). Analyses of pre- and posttest scores were also conducted to determine the Normal Curve Equivalent (NCE) change that took place from pretest to posttest for pupils in the evaluation sample.

Table 9 presents data showing the number and percent of pupils reaching the 37%ile and 50%ile in Total Reading on the MAT6 posttest. Of the 111 pupils in the evaluation sample, 51.4% (57) reached the 37%ile on the posttest, with 35.1% (39) reaching the 50%ile on the posttest. The remaining 54 pupils (48.6%) in the evaluation sample had posttest scores below the 37%ile, indicating that they were still eligible for Chapter 1 program service. Those pupils who were successfully discontinued from the program reached the 37%ile and 50%ile on the posttest at much higher percentages than did those pupils who were not discontinued and received 60 or more lessons. Of the 72 discontinued pupils, 70.8% (51) reached the 37%ile and 50.0% (36) reached the 50%ile, but only 15.4% (6) of the 39 not discontinued pupils who received 60 or more lessons reached the 37%ile. Three (7.7%) of the 39 pupils reached the 50%ile on the posttest.

When comparing the percents of pupils reaching the 37%ile and 50%ile in Total Reading on the posttest over the six year period from 1987 to 1992, the data reported in Table 10 show that from the 1990-91 to 1991-92 school year there was an increase in the percent of pupils reaching the 37%ile (37.4% to 51.4%) and an increase in the percent of pupils reaching the 50%ile (23.7% to 35.1%). The data also indicate that when the posttest was changed from the CTBS, 1981, to the MAT6, 1985, beginning with the 1988-89 school year, posttest scores dropped. The decrease, in part, resulted from the MAT6, 1985, being considered to be a more difficult test than the CTBS, 1981. Research indicates that tests normed in 1985 would be more difficult than those normed in 1981 because reading scores nationwide rose over the period from 1981-1985. Another possible explanation for the dramatic decrease in 1988-89 may be attributed to the inappropriateness of the pretest level of the MAT6, 1985, administered at that time. The MAT6 results

Table 6

Percent and Number of Reading Recovery Pupils Discontinued by Gender 1991-92

Gender	%	(N)
Boys	60.3	(47)
Girls	39.7	(31)
Total	100.0	(78)

Table 7

Percent and Number of Reading Recovery Pupils Discontinued by Race 1991-92

Race	%	(N)
Non-Minority	35.9	(28)
Black	64.1	(50)
Other Minority[a]	0.0	(0)
Total	100.0	(78)

[a] Includes Spanish Surname, Asian American, and American Indian

Table 8

Percent and Number of Reading Recovery Pupils Discontinued by Subsidized Lunch Status 1991-92

Subsidized Lunch Status	%	(N)
Free	73.1	(57)
Reduced	9.0	(7)
Paying	18.0	(14)
Total	100.0	(78)

Note. Based on June 1992 data

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Table 9
Percent and Number of Evaluation Sample Pupils
Reaching 37%ile and 50%ile on MAT6 Posttest for
Total Reading by Pupil Category
1991-92

Pupil Category	N	Total Reading 37%ile %	37%ile (N)	50%ile %	50%ile (N)
Discontinued	72	70.8	51	50.0	36
Not Discontinued and 60 or More Lessons	39	15.4	6	7.7	3
Total Sample	111	51.4	57	35.1	39

Table 10
Percent and Number of Evaluation Sample Pupils
Reaching 37%ile and 50%ile on
Total Reading Posttest by Year
1987-92

School Year	N	Posttest	Total Reading 37%ile %	37%ile (N)	50%ile %	50%ile (N)
1986-87	189	CTBS, 1981	38.6	73	18.5	35
1987-88	253	CTBS, 1981	33.2	84	15.0	38
1988-89	104	MAT6, 1985	22.1	23	11.5	12
1989-90	184	MAT6, 1985	22.8	42	15.2	28
1990-91	139	MAT6, 1985	37.4	52	23.7	33
1991-92	111	MAT6, 1985	51.4	57	35.1	39

may not have reflected true pupil performance during 1988-89. The pretest level was found to be too difficult for low-achieving pupils, while the posttest level was found to be too easy for the average and above-average pupils. More appropriate pretest and posttest levels were administered in 1989-90 and thereafter. The increases in the percents of pupils reaching the 37%ile and 50%ile in Total Reading during 1990-91 and 1991-92 can, in part, be attributed to the selection process for pupils into the program. Prior to 1990-91, pupils scoring the lowest on the selection test were served by the Reading Recovery program. But in 1990-91, with the establishment of the Early Literacy program, the lowest pupils were served in Early Literacy and not Reading Recovery. Also, many pupils entered the Reading Recovery program after having been served in the Early Literacy program, resulting in pupils entering the Reading Recovery program with higher reading skills and strategies.

The data derived from Analysis 2.3, relating to the number and percent of pupils reaching the average NCE for the district in Total Reading on the MAT6, show that of the 111 pupils in the evaluation sample, 46 (41.4%) reached the average NCE (46.7 NCEs) for the district in Total Reading. Of the 72 pupils in the evaluation sample who were successfully discontinued, 43 (59.7%) reached the district average, while only three (7.7%) of the evaluation sample pupils who were not discontinued and received 60 or more lessons (39) reached the district average NCE for the posttest.

Table 11 displays data concerning the number and percent of evaluation sample pupils achieving an NCE gain of 7.0 or more from pretest to posttest on the MAT6. For all 111 pupils in the evaluation sample, the average pretest-posttest gain was 22.6 NCEs, with 86 (77.5%) of the evaluation sample pupils gaining 7.0 or more NCEs. When looking at the 72 discontinued pupils in the sample, the average pretest-posttest gain was 27.5 NCEs, with 61 (84.7%) pupils having an NCE gain of 7.0 points or more. Those sample pupils who were not discontinued and had 60 or more lessons had a lower pretest-posttest gain than did the discontinued pupils. The 39 not discontinued pupils had an average gain of 13.6 NCEs, with 25 (64.1%) having an NCE gain equal to or greater than 7.0.

For analysis 2.5 the Shapiro-Wilk W Test was run to determine whether or not the distributions of the Total Reading pretest, posttest, and pretest-posttest difference scores were relatively normal. Results indicated the three distributions of 111 scores did differ significantly from a normal distribution (for the pretest $p_W < 0.0001$, for the posttest $p_W < 0.02$, for the pretest-posttest difference $p_W < 0.0095$), suggesting that the scores were not normally distributed at pretesting or posttesting nor for the pretest-posttest difference scores. Further examination of the data revealed that each distribution was slightly different from a normal distribution; however, in no case was the mean substantially higher than the median, no significant number of students scored below the guess level at any time, and there was no ceiling effect. Thus, the Shapiro-Wilk W Test, a very powerful test (Shapiro, Wilk, and Chen, 1968) when testing for departures from normality, indicates there were departures from normality, however, the additional analyses reveal that these departures are not great enough for concern. The means and standard deviations for these distributions are shown in Table 11.

Table 11
Percent and Number of Evaluation Sample Pupils Achieving
Normal Curve Equivalent (NCE) Gain ≥ 7.0 on MAT6 by Pupil Category
1991-92

Pupil Category		Pretest		Posttest		Pretest-Posttest Change		Change ≥ 7 NCEs	
	N	Mean NCE	SD	Mean NCE	SD	Mean NCE	SD	%	(N)
Discontinued	72	25.5	14.2	52.9	19.3	27.5	24.0	84.7	61
Not Discontinued and 60 or More Lessons	39	14.1	11.6	27.7	16.6	13.6	18.4	64.1	25
Total Sample	111	21.5	14.3	44.1	22.0	22.6	23.1	77.5	86

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Question 3 What were the teacher ratings in 1991-92 of pupils who were served by Reading Recovery during the 1990-91 school year? What were the attitudes of these teachers regarding the Reading Recovery program?

Analysis 3.1 Frequency counts, percents, and content analysis of the survey of teachers who had pupils in 1991-92 who were served by Reading Recovery in the 1990-91 treatment group (Classroom Teacher Survey).

In May 1992 surveys were mailed to classroom teachers who had pupils in 1991-92 who were in the Reading Recovery treatment group in the 1990-91 school year. The purposes of the Classroom Teacher Survey (see Appendix F, pp. 46-49) were to obtain teacher ratings and related information with regard to the reading performance of pupils during 1991-92 who received the Reading Recovery program treatment during the previous school year, to determine teacher agreement with selected statements about the program, and to collect classroom teacher comments about the Reading Recovery program in general.

Each survey sent to classroom teachers contained the name(s) of one or more pupils in their homeroom who were in the 1990-91 Reading Recovery treatment group and who were still enrolled in the Columbus Public Schools at the time of the mailing. Of the 154 pupils in the 1990-91 treatment group, 136 were still enrolled in May 1992. These 136 pupils were distributed in 97 teachers' homerooms throughout the district. Surveys were sent to these 97 teachers, with a return rate of 60.8% (59 surveys returned out of 97 mailed). The 59 returned surveys contained the names and student numbers of 73 (53.7%) of the 136 pupils for whom ratings were sought. Of the 73 pupils, 7 pupils were excluded from the analysis due to one or more of the following reasons: the pupil was no longer in the teacher's homeroom; the pupil was in special education; the teacher felt the pupil had not been in the homeroom long enough for him or her to provide ratings; and the pupil's grade level was missing from the survey. The final analysis was conducted for the remaining 66 pupils. This number was 48.5% of the 136 pupils remaining in the district from the 1990-91 treatment group.

Classroom Teacher Survey responses are summarized in Tables 12 to 18. Of the 66 pupils in the 1990-91 Reading Recovery treatment group who were included in the final analysis, 6.1% (4) were retained in grade 1 and 93.9% (62) were in grade 2 in 1991-92. Over three-fourths of the group, 75.8% (50) were discontinued in 1990-91 and less than one-fourth, 24.2% (16), were not discontinued. Forty-nine (98.0%) of the 50 discontinued pupils were in grade 2 and only one (2.0%) was in grade 1. Of the 16 not discontinued pupils, 81.3% (13) were in grade 2 and 18.8% (3) were in grade 1.

Items 22, 25, and 26 of the Classroom Teacher Survey provided demographic data about the 59 teachers who returned surveys. Of the 59 respondents, 78.0% (46) responded that they were presently teaching in a school where Reading Recovery served pupils, 6.8% (4) were teaching first grade, 71.2% (42) were teaching second grade, and 15.3% (9) responded that they taught split grade classes or other types of classes (four people did not respond to Item 25). All of the 59 respondents taught in regular classrooms, with none teaching Special Education.

Table 12 includes a distribution of pupil ratings for Items 3-13, in which classroom teachers rated each pupil from very successful (5) to very unsuccessful (1) for each item. Item mean scores are also included. A mean score of 3.50 or greater indicates successful performance and a mean score at or below 2.50 indicates unsuccessful performance. The category in-between ranged between 3.50 and 2.50. In addition to item means, the percentages of positive ratings (very successful and successful) and negative ratings (unsuccessful and very unsuccessful) were considered. Table 12 reports ratings by grade level, separating pupils who were retained in grade 1 from pupils who progressed to grade 2, taking into account the different teacher expectations for pupil performance for these two groups.

Table 13 includes a distribution of ratings for pupils for Items 3-13 by 1990-91 pupil category. That is, ratings for pupils who were discontinued during 1990-91 are reported separately from ratings for pupils who were not discontinued but received 60 or more lessons. Items in Table 13, like Table 12, include a rating for each item from very successful (5) to very unsuccessful (1). Mean scores are also included and treated the same as with Table 12.

Table 12

Frequency and Mean Classroom Teacher Survey Ratings for Items 3-13
for 1991-92 Pupils Who Were in the 1990-91 Reading Recovery Treatment Group
by 1991-92 Grade Level

Grade 1 Item	Mean	Response Category: Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands fictional stories	3.25	0.0	(0)	25.0	(1)	75.0	(3)	0.0	(0)	0.0	(0)	(4)
4. Reads and understands informational reading materials	3.50	0.0	(0)	50.0	(2)	50.0	(2)	0.0	(0)	0.0	(0)	(4)
5. Reads library books for pleasure	3.50	25.0	(1)	0.0	(0)	75.0	(3)	0.0	(0)	0.0	(0)	(4)
As demonstrated in formative reading tests, student:												
6. Identifies main idea	3.25	0.0	(0)	25.0	(1)	75.0	(3)	0.0	(0)	0.0	(0)	(4)
7. Predicts outcomes	3.50	25.0	(1)	0.0	(0)	75.0	(3)	0.0	(0)	0.0	(0)	(4)
8. Sequences events	3.25	0.0	(0)	50.0	(2)	25.0	(1)	25.0	(1)	0.0	(0)	(4)
9. Identifies details	3.25	0.0	(0)	25.0	(1)	75.0	(3)	0.0	(0)	0.0	(0)	(4)
10. Draws conclusions	3.00	0.0	(0)	0.0	(0)	100.0	(4)	0.0	(0)	0.0	(0)	(4)
11. Uses context clues to solve unfamiliar words	3.75	25.0	(1)	25.0	(1)	50.0	(2)	0.0	(0)	0.0	(0)	(4)
12. Writes own stories	3.75	0.0	(0)	75.0	(3)	25.0	(1)	0.0	(0)	0.0	(0)	(4)
13. Attempts to write unknown words	4.25	25.0	(1)	75.0	(3)	0.0	(0)	0.0	(0)	0.0	(0)	(4)

((table continues)

Table 12 (Continued)

Frequency and Mean Classroom Teacher Survey Ratings for Items 3-13
for 1991-92 Pupils Who Were in the 1990-91 Reading Recovery Treatment Group
by 1991-92 Grade Level

Grade 2 Item	Mean	Response Category: Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands fictional stories	3.44	16.1	(10)	35.5	(22)	30.6	(19)	11.3	(7)	6.5	(4)	(62)
4. Reads and understands informational reading materials	3.24	11.3	(7)	33.9	(21)	29.0	(18)	19.4	(12)	6.5	(4)	(62)
5. Reads library books for pleasure	3.58	22.6	(14)	30.6	(19)	32.3	(20)	11.3	(7)	3.2	(2)	(62)
As demonstrated in formative reading tests, student:												
6. Identifies main idea	3.35	14.5	(9)	30.6	(19)	35.5	(22)	14.5	(9)	4.8	(3)	(62)
7. Predicts outcomes	3.27	8.1	(5)	43.5	(27)	24.2	(15)	16.1	(10)	8.1	(5)	(62)
8. Sequences events	3.31	9.7	(6)	38.7	(24)	30.6	(19)	14.5	(9)	6.5	(4)	(62)
9. Identifies details	3.65	22.6	(14)	37.1	(23)	27.4	(17)	8.1	(5)	4.8	(3)	(62)
10. Draws conclusions	3.35	9.7	(6)	41.9	(26)	27.4	(17)	16.1	(10)	4.8	(3)	(62)
11. Uses context clues to solve unfamiliar words	3.15	8.1	(5)	33.9	(21)	30.6	(19)	19.4	(12)	8.1	(5)	(62)
12. Writes own stories	3.32	14.5	(9)	32.3	(20)	32.3	(20)	12.9	(8)	8.1	(5)	(62)
13. Attempts to write unknown words	3.52	21.0	(13)	30.6	(19)	30.6	(19)	14.5	(9)	3.2	(2)	(62)

Table 13

Frequency and Mean Classroom Teacher Survey Ratings for Items 3-13
for 1991-92 Pupils Who Were in the 1990-91 Reading Recovery Treatment Group
by Pupil Category

Discontinued Pupils Item	Mean	Response Category Very Successful 5 %	(N)	Successful 4 %	(N)	In-Between 3 %	(N)	Unsuccessful 2 %	(N)	Very Unsuccessful 1 %	(N)	Total (N)
3. Reads and understands fictional stories	3.68	20.0	(10)	40.0	(20)	30.0	(15)	8.0	(4)	2.0	(1)	(50)
4. Reads and understands informational reading materials	3.52	14.0	(7)	42.0	(21)	28.0	(14)	14.0	(7)	2.0	(1)	(50)
5. Reads library books for pleasure	3.82	30.0	(15)	30.0	(15)	32.0	(16)	8.0	(4)	0.0	(0)	(50)
As demonstrated in formative reading tests, student:												
6. Identifies main idea	3.60	18.0	(9)	34.0	(17)	38.0	(19)	10.0	(5)	0.0	(0)	(50)
7. Predicts outcomes	3.52	8.0	(4)	50.0	(25)	30.0	(15)	10.0	(5)	2.0	(1)	(50)
8. Sequences events	3.54	12.0	(6)	44.0	(22)	30.0	(15)	14.0	(7)	0.0	(0)	(50)
9. Identifies details	3.96	28.0	(14)	42.0	(21)	28.0	(14)	2.0	(1)	0.0	(0)	(50)
10. Draws conclusions	3.58	12.0	(6)	48.0	(24)	26.0	(13)	14.0	(7)	0.0	(0)	(50)
11. Uses context clues to solve unfamiliar words	3.42	12.0	(6)	38.0	(19)	32.0	(16)	16.0	(8)	2.0	(1)	(50)
12. Writes own stories	3.54	18.0	(9)	34.0	(17)	34.0	(17)	12.0	(6)	2.0	(1)	(50)
13. Attempts to write unknown words	3.74	26.0	(13)	34.0	(17)	28.0	(14)	12.0	(6)	0.0	(0)	(50)

(table continues)

Table 13 (Continued)

Frequency and Mean Classroom Teacher Survey Ratings for Items 3-13
for 1991-92 Pupils Who Were in the 1990-91 Reading Recovery Treatment Group
by Pupil Category

Not Discontinued Pupils		Response Category										
		Very Successful 5		Successful 4		In-Between 3		Unsuccessful 2		Very Unsuccessful 1		Total
Item	Mean	%	(N)	%	(N)	%	(N)	%	(N)	%	(N)	(N)
3. Reads and understands fictional stories	2.63	0.0	(0)	18.8	(3)	43.8	(7)	18.8	(3)	18.8	(3)	(16)
4. Reads and understands informational reading materials	2.44	0.0	(0)	12.5	(2)	37.5	(6)	31.3	(5)	18.8	(3)	(16)
5. Reads library books for pleasure	2.81	0.0	(0)	25.0	(4)	43.8	(7)	18.8	(3)	12.5	(2)	(16)
As demonstrated in formative reading tests, student:												
6. Identifies main idea	2.56	0.0	(0)	18.8	(3)	37.5	(6)	25.0	(4)	18.0	(3)	(16)
7. Predicts outcomes	2.56	12.5	(2)	12.5	(2)	18.8	(3)	31.3	(5)	25.0	(4)	(16)
8. Sequences events	2.56	0.0	(0)	25.0	(4)	31.3	(5)	18.8	(3)	25.0	(4)	(16)
9. Identifies details	2.56	0.0	(0)	18.8	(3)	37.5	(6)	25.0	(4)	18.8	(3)	(16)
10. Draws conclusions	2.56	0.0	(0)	12.5	(2)	50.0	(8)	18.8	(3)	18.8	(3)	(16)
11. Uses context clues to solve unfamiliar words	2.44	0.0	(0)	18.8	(3)	31.3	(5)	25.0	(4)	25.0	(4)	(16)
12. Writes own stories	2.75	0.0	(0)	37.5	(6)	25.0	(4)	12.5	(2)	25.0	(4)	(16)
13. Attempts to write unknown words	3.00	6.3	(1)	31.3	(5)	31.3	(5)	18.8	(3)	12.5	(2)	(16)

Results for Items 3-13 in Grades 1 and 2 (see Table 12). Overall, on Items 3-13, grade 1 pupils received six successful (positive) mean ratings, five in-between ratings, and no unsuccessful (negative) ratings. It should be noted that only four grade 1 pupils (pupils retained from the 1990-91 treatment group) were included in the rating. Grade 2 pupils received three successful mean ratings, eight in-between ratings, and no unsuccessful ratings. For grade 1, Item 13 about attempting to write unknown words had the highest mean rating (4.25). Item 13 was rated successful (5 or 4) by all respondents. Drawing conclusions (Item 10) had the lowest mean rating (3.00) with no respondents rating it either successful or unsuccessful, but all four rating it in-between. For grade 2, Item 9 dealing with identifying details had the highest mean rating (3.65). Item 9 was rated successful (5 or 4) by 59.7% of respondents and unsuccessful (2 or 1) by 12.9% of respondents. Item 11 (using context clues to solve unfamiliar words) was the lowest rated item for grade 2, having a mean rating of 3.15, with a 41.9% successful rating and 27.4% unsuccessful rating.

Results for Items 3-13 by Pupil Category (see Table 13). Overall, on Items 3-13, discontinued pupils received ten successful (positive) mean ratings, one in-between rating, and no unsuccessful (negative) ratings. Not discontinued pupils received no successful ratings, nine in-between ratings, and two unsuccessful ratings. For all 11 items, discontinued pupils received higher ratings when compared to not discontinued pupils. For discontinued pupils, Item 9 about identifying details was the highest rated item with a mean rating of 3.96. Item 9 was rated successful (5 or 4) by 70.0% of respondents and unsuccessful (2 or 1) by only 2.0% of respondents. Using context clues to solve unfamiliar words (Item 11) was the lowest rated item for discontinued pupils, with a mean rating of 3.42. Item 11 was rated successful by 50.0% of respondents and unsuccessful by 18.0% of respondents. For not discontinued pupils, Item 13 (attempts to write unknown words) was the highest rated item (3.00) with 37.5% of respondents rating it successful and 31.3% rating it unsuccessful. Item 4 (reads and understands informational reading materials) and Item 11 (uses context clues to solve unfamiliar words) were the lowest rated items, with a rating of 2.44. Item 4 was rated successful by 12.5% of respondents and unsuccessful by 50.0% of respondents. Item 11 was rated successful by 18.8% of respondents and unsuccessful by 50.0% of respondents.

Item 14 of the survey asked respondents to indicate if pupils had been discontinued the previous year. Of the 66 rated pupils, respondents could only identify 39 (59.1%) as having been discontinued or not discontinued the previous year. Respondents were unsure about the discontinued status of 25 (37.9%) of rated pupils, and 2 pupils (3.0%) had no response recorded for Item 14. Data collected from Reading Recovery program teachers at the end of the 1990-91 school year indicated that of the 66 rated pupils, 50 (75.8%) were discontinued and 16 (24.2%) were not discontinued.

Tables 14 and 15 show distributions of pupil ratings for two items, Item 15 dealing with pupil independence in problem solving and Item 19 dealing with retention of pupils. The ratings are reported by grade level in Table 14 and by pupil category in Table 15. By grade level, grade 2 pupils were rated higher than grade 1 pupils in demonstrating independence in problem solving (55.6% to 0.0%). It should be noted that only two grade 1 pupils were rated and included in the analysis. By pupil category, discontinued pupils were rated higher than not discontinued pupils in demonstrating independence in problem solving (62.8% to 23.1%). For item 19, 6.5% (4) of the 62 grade 2 pupils were to be retained and none of the grade 1 pupils would be retained because district practice limits retention in grade 1 to one year. (Pupils in grade 1 had been retained at the end of the 1990-91 school year.) By pupil category, 2.0% (1) of the 50 discontinued pupils in the treatment group were to be retained, compared with 18.8% (3) of the 16 not discontinued pupils.

Tables 16 and 17 (Items 16-18) show distributions of letter grades the pupils received in Language Arts, Reading, and Comprehension for the last grading period by grade level (Table 16) and pupil category (Table 17). Pupil letter grades included "O" for Outstanding, "S" for Satisfactory, "I" for Improvement Needed, and "U" for Unsatisfactory. In Language Arts, grade 2 pupils received 6 outstandings (9.8%) and 30 satisfactories (49.2%), while grade 1 pupils received no outstandings and 4 satisfactories (100.0%). In Reading, grade 2 pupils received 6 outstanding (9.8%) and 31 satisfactories (50.8%), while grade 1 pupils received no outstandings and 4 satisfactories (100.0%). In Communications, grade 2 pupils received 4 outstandings (6.6%) and 32 satisfactories (52.5%), while grade 1 pupils received no outstandings and 3

Table 14
Classroom Teacher Survey Ratings for Items 15 and 19
for 1990-91 Reading Recovery Treatment Group Pupils
by 1991-92 Grade Level

Item		Grade									
		Grade 1					Grade 2				
		Yes		No		Total	Yes		No		Total
		%	(N)	%	(N)	(N)	%	(N)	%	(N)	(N)
15.	Does the student demonstrate independence in problem solving?	0.0	(0)	100.0	(2)	(2)	55.6	(30)	44.4	(24)	(54)
19.	Will student be retained at the end of this school year?	0.0	(0)	100.0	(4)	(4)	6.5	(4)	93.5	(58)	(62)

Note. Responses of Not Sure were excluded from the analysis.

Table 15
Classroom Teacher Survey Ratings for Items 15 and 19
for 1990-91 Reading Recovery Treatment Group Pupils
by Pupil Category

Item		Pupil Category									
		Discontinued					Not Discontinued				
		Yes		No		Total	Yes		No		Total
		%	(N)	%	(N)	(N)	%	(N)	%	(N)	(N)
15.	Does the student demonstrate independence in problem solving?	62.8	(27)	37.2	(16)	(43)	23.1	(3)	76.9	(10)	(13)
19.	Will student be retained at the end of this school year?	2.0	(1)	98.0	(49)	(50)	18.8	(3)	81.3	(13)	(16)

Note. Responses of Not Sure were excluded from the analysis.

Table 16
Classroom Teacher Survey Ratings for Items 16-18
for 1990-91 Reading Recovery Treatment Group Pupils
by 1991-92 Grade Level

Item	Grade															
	Grade 1									Grade 2						
	O		S		I		U		Total	O		S		I		U		Total
	%	(N)	%	(N)	%	(N)	%	(N)	(N)	%	(N)	%	(N)	%	(N)	%	(N)	(N)
During the last grading period, student earned the following grade in:																		
16. Language Arts	0.0	(0)	100.0	(4)	0.0	(0)	0.0	(0)	(4)	9.8	(6)	49.2	(30)	31.1	(19)	9.8	(6)	(61)
17. Reading	0.0	(0)	100.0	(4)	0.0	(0)	0.0	(0)	(4)	9.8	(6)	50.8	(31)	26.2	(16)	13.1	(8)	(61)
18. Communications	0.0	(0)	75.0	(3)	25.0	(1)	0.0	(0)	(4)	6.6	(4)	52.5	(32)	29.5	(18)	11.5	(7)	(61)

Note 1. O = Outstanding I = Improvement Needed
S = Satisfactory U = Unsatisfactory

Note 2. Responses of NA (Not Applicable) were excluded from the analysis.

Table 17
Classroom Teacher Survey Ratings for Items 16-18
for 1990-91 Reading Recovery Treatment Group Pupils
by Pupil Category

Item	Pupil Category									Not Discontinued								
	Discontinued																	
	O		S		I		U		Total	O		S		I		U		Total
	%	(N)	%	(N)	%	(N)	%	(N)	(N)	%	(N)	%	(N)	%	(N)	%	(N)	(N)
During the last grading period, student earned the following grade in:																		
16. Language Arts	10.2	(5)	63.3	(31)	24.5	(12)	2.0	(1)	(49)	6.3	(1)	18.8	(3)	43.8	(7)	31.3	(5)	(16)
17. Reading	10.2	(5)	61.2	(30)	26.5	(13)	2.0	(1)	(49)	6.3	(1)	31.3	(5)	18.8	(3)	43.8	(7)	(16)
18. Communications	6.1	(3)	57.1	(28)	32.7	(16)	4.1	(2)	(49)	6.3	(1)	43.8	(7)	18.8	(3)	31.3	(5)	(16)

Note 1. O = Outstanding I = Improvement Needed
S = Satisfactory U = Unsatisfactory

Note 2. Responses of NA (Not Applicable) were excluded from the analysis.

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satisfactories (75.0%). By pupil category in Language Arts, discontinued pupils received 5 outstandings (10.2%) and 31 satisfactories (63.3%) compared to 1 outstanding (6.3%) and 3 satisfactories (18.8%) for not discontinued pupils. In Reading, discontinued pupils received 5 outstandings (10.2%) and 30 satisfactories (61.2%), while not discontinued pupils received 1 outstanding (6.3%) and 5 satisfactories (31.3%). In Communications, discontinued pupils received 3 outstandings (6.1%) and 28 satisfactories (57.1%), compared to 1 outstanding (6.3%) and 7 satisfactories (43.8%) for not discontinued pupils.

For Item 20, classroom teachers reported that one (1.5%) of the 66 pupils who were rated was a "non-English" speaking student (ESL). Item 21 dealt with pupil qualification for Special Education programs. Classroom teachers reported that none of the pupils qualified for Special Education, although classroom teachers did not respond to Item 21 for two of the 66 pupils and were unsure about three of the remaining 64 pupils who were rated.

Table 18 shows a distribution of responses to Items 23 and 24 of the Classroom Teacher Survey. Only those teachers who responded positively to Item 22 (whether Reading Recovery served their school during 1991-92) were to respond to items 23 and 24. Item 23 questioned the value of the Reading Recovery program for pupils. On a 5-point scale [Strongly Agree (5) to Strongly Disagree (1)], Item 23 received a 4.43 mean score, with 84.8% (39) respondents agreeing that the program was of value to pupils (those responding Strongly Agree and Agree). Item 24 questioned the funding for the Reading Recovery program. The mean score for the item was 4.30 (on the 5-point scale). Thirty-six respondents (78.3%) supported (Strongly Agree and Agree) the funding of the Reading Recovery program compared to other ways that money could be spent for compensatory reading programs in their schools.

Item 27 provided space for teachers to explain one or more of their answers or to comment on the Reading Recovery program in general. Twenty-six of the 59 (44.1%) returned surveys containing written comments (see Appendix G, pp. 50-51). Comments were evaluated as being positive (supportive of the program), neutral (neither supportive nor non-supportive), or negative (non-supportive of the program). Of the 26 comments, 57.8% (15) were judged to be positive, 7.7% (2) negative, and 34.6% (9) neutral. Typical of the positive comments, one respondent wrote, "The children that I teach who have had Reading Recovery come to 2nd grade knowing the strategies to use when they come to an unknown word. I wish all first graders would have this training." Another stated, "I have observed a great deal of 'awareness of reading strategies' from children who have participated in Reading Recovery." But negatively, one respondent wrote, "I feel this approach, Reading Recovery, as well as this series of texts we are using, doesn't teach much of anything." Neutral comments varied, with responses including: (1) specific comments about individual pupils; (2) the need to serve more pupils; and (3) the possibility of not having enough knowledge about the program to comment.

Question 4. What were the long-term effects of the Reading Recovery program?

Analysis 4.1 Number and percent of pupils in the 1989-90 and 1990-91 Reading Recovery treatment groups who in 1991-92 attended a school where a compensatory program was available and who were served by a compensatory program.

Analysis 4.2 Number and percent of pupils in the 1989-90, 1990-91, and 1991-92 Reading Recovery treatment groups who followed a normal grade level progression.

Analysis 4.1 and 4.2 were conducted from available follow-up data for pupils who were in the 1989-90, 1990-91, and 1991-92 treatment groups. The original 1989-90 treatment group was comprised of 218 pupils, the 1990-91 treatment group was comprised of 154 pupils, and the 1991-92 treatment group was comprised of 117 pupils. The number of pupils included in the analyses for Question 4 varied due, in part, to pupil mobility, the timing of data collection, and different restrictions inherent in the various analyses.

Table 19 contains a summary of results for Analysis 4.1, the study of the 1989-90 and 1990-91 Reading Recovery treatment group pupils who were served by a compensatory program in 1991-92. The analysis included four compensatory programs: the Chapter 1 Reading program, the Early Literacy

• Table 18

Frequency and Mean Classroom Teacher Survey Responses for Items 23-24
from Teachers in Schools Served by Reading Recovery
1991-92

Item	Mean	Response Category: Strongly Agree 5 %	(N)	Agree 4 %	(N)	Undecided 3 %	(N)	Disagree 2 %	(N)	Strongly Disagree 1 %	(N)	Total (N)
23. The Reading Recovery program is of value to pupils in my school.	4.43	60.9	(28)	23.9	(11)	13.0	(6)	2.2	(1)	0.0	(0)	(46)
24. Compared to other ways that money could be spent for compensatory reading programs in my school, I support the funding of the Reading Recovery program.	4.30	52.2	(24)	26.1	(12)	21.7	(10)	0.0	(0)	0.0	(0)	(46)

Note. Responses of Don't Know were excluded from the analysis

Table 19

Percent and Number of Pupils in the 1989-90 and 1990-91 Reading Recovery Treatment Groups by Compensatory Education Program Status in 1991-92

1989-90 Treatment Group		Compensatory Education Program Status					
		Not In Comp. Ed.		In Comp. Ed.		Total	
Grade in 1991-92	Pupil Category	%	(N)	%	(N)	%	(N)
1	Discontinued	0.0	(0)	0.0	(0)	0.0	(0)
	Not Discontinued	100.0	(1)	0.0	(0)	100.0	(1)
	Subtotal	100.0	(1)	0.0	(0)	100.0	(1)
2	Discontinued	33.3	(3)	66.7	(6)	100.0	(9)
	Not Discontinued	26.5	(9)	73.5	(25)	100.0	(34)
	Subtotal	27.9	(12)	72.1	(31)	100.0	(43)
3	Discontinued	76.4	(84)	23.6	(26)	100.0	(110)
	Not Discontinued	41.4	(12)	58.6	(17)	100.0	(29)
	Subtotal	69.1	(96)	30.9	(43)	100.0	(139)
	Total	59.6	(109)	40.4	(74)	100.0	(183)

(table continues)

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Table 19 (continued)

Percent and Number of Pupils in the 1989-90 and 1990-91 Reading Recovery Treatment Groups by Compensatory Education Program Status in 1991-92

1990-91 Treatment Group		Compensatory Education Program Status					
		Not In Comp. Ed.		In Comp. Ed.		Total	
Grade in 1991-92	Pupil Category	%	(N)	%	(N)	%	(N)
1	Discontinued	100.0	(1)	0.0	(0)	0.0	(1)
	Not Discontinued	100.0	(5)	0.0	(0)	100.0	(5)
	Subtotal	100.0	(6)	0.0	(0)	100.0	(6)
2	Discontinued	71.8	(74)	28.2	(29)	100.0	(103)
	Not Discontinued	38.5	(10)	61.5	(16)	100.0	(26)
	Subtotal	65.1	(84)	34.9	(45)	100.0	(129)
	Total	66.7	(90)	33.3	(45)	100.0	(135)

Note. Pupils served from September 23 through the end of the school year were included in the "In Comp. Ed. Program" category. Compensatory programs included the Chapter 1 Reading program, the Early Literacy program, the Reading Recovery program, and the Instructional Assistant program. Pupils on a waiting list to be served were included in the "Not in Comp. Ed." category. Table excludes pupils in school/grade combinations where compensatory education programs were not offered.

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program, the Reading Recovery program, and the Instructional Assistant program. Pupils who were on a waiting list to be served by a compensatory education program were not included in Analysis 4.1. The criterion scores used to establish eligibility and priority for program service varied from program to program and school to school.

Of the 218 pupils in the 1989-90 Reading Recovery treatment group, 183 pupils were in a school and at a grade level where a compensatory program was in operation during the 1991-92 school year (see Table 19). Of these 183 pupils, 40.4% (74) were served in a compensatory program. By grade level, the one first grade pupil was not served in a compensatory program (pupil was served in a special education program), 72.1% (31) of the 43 pupils in grade 2 were served, compared to 30.9% (43) of the 139 pupils in grade 3. For the 1989-90 treatment group, the percent of discontinued and not discontinued pupils served by a compensatory program varied, not including the grade 1 pupil who was not discontinued and not served. In grade 2, 66.7% (6) of the 9 discontinued pupils were served in a compensatory program compared to 73.5% (25) of the 34 not discontinued pupils. In grade 3, 23.6% (26) of the 110 discontinued pupils were served in a compensatory program compared to 58.6% (17) of the 29 not discontinued pupils. Overall, 26.9% (32) of the 119 discontinued pupils in grades 2 and 3 were served in a compensatory program in 1991-92, two years after they completed the Reading Recovery program.

Of the 154 pupils in the 1990-91 Reading Recovery treatment group, 135 pupils were in a school and at a grade level where a compensatory program was in operation during the 1991-92 school year (see Table 19). Of these 135 pupils, 33.3% (45) were served in a compensatory education program. By grade level, none of the 6 pupils in grade 1 were served, compared to 34.9% (45) of the 129 pupils in grade 2. In grade 2, 28.2% (29) of the 103 discontinued pupils were served compared to 61.5% (16) of the 26 not discontinued pupils. Overall, 27.9% (29) of the 104 discontinued pupils in grades 1 and 2 were served in a compensatory program in 1991-92, one year after they completed the Reading Recovery program.

Table 20 summarizes results for Analysis 4.2, the distributions of pupils in the 1989-90, 1990-91, and 1991-92 Reading Recovery treatment groups who followed a normal grade-level progression. Only pupils who were enrolled in the Columbus Public Schools during the month of November in all of their follow-up years (1990, 1991, and/or 1992) were included in the analysis. The numbers of pupils included from the three treatment groups were: 179 pupils (82.1%) from the 1989-90 treatment group, 129 pupils (83.8%) from the 1990-91 treatment group, and 113 pupils (96.6%) from the 1991-92 treatment group, for a combined total of 421 pupils (86.1%) from the three treatment groups.

The percentages of pupils who followed a normal grade-level progression were as follows: 70.4% (126) of the 179 pupils from the 1989-90 treatment group followed a normal grade-level progression into the fourth grade; 91.5% (118) of the 129 pupils from the 1990-91 treatment group followed a normal progression into the third grade; and 98.2% (111) of the 113 pupils from the 1991-92 treatment group followed a normal grade-level progression into the second grade in 1992-93. Overall, 84.3% (355) of the 421 pupils in the analysis followed a normal grade-level progression and 15.7% (66) did not.

In each of the three treatment groups a greater percentage of discontinued pupils than not discontinued pupils followed the normal progression. For discontinued pupils, the percentages who followed the normal progression ranged from 88.8% for the 1989-90 treatment group pupils to 98.2% for the 1991-92 treatment group pupils. For not discontinued pupils the percentages who followed a normal progression ranged from 36.5% for the 1989-90 treatment group pupils to 94.4% for the 1991-92 treatment group pupils.

Over the three year period 1989-90, 1990-91, 1991-92, data indicated that the percentage of pupils retained in grade 1 had decreased. For 1989-90, data were available for 204 pupils and showed 13.7% (28) of those served in 1989-90 had been retained in grade 1. In 1990-91, 4.1% (6) of the 145 treatment group pupils were retained in grade 1. For 1991-92, 1.8% (2) of the 113 pupils with follow-up data were retained in grade 1, while 7.8% of the 462 pupils in the three groups combined had been retained in grade 1.

Table 20

Percent and Number of Pupils in the 1989-90, 1990-91, and 1991-92 Reading Recovery Treatment Groups by Grade-Level Progression Through November 1992

Treatment Group	Grade-Level Progression: Not Normal %	Not Normal (N)	Normal %	Normal (N)	Total %	Total (N)
1989-90						
Discontinued	11.2	(13)	88.8	(103)	100.0	(116)
Not Discontinued	63.5	(40)	36.5	(23)	100.0	(63)
Subtotal	29.6	(53)	70.4	(126)	100.0	(179)
1990-91						
Discontinued	4.0	(4)	96.0	(97)	100.0	(101)
Not Discontinued	25.0	(7)	75.0	(21)	100.0	(28)
Subtotal	8.5	(11)	91.5	(118)	100.0	(129)
1991-92						
Discontinued	0.0	(0)	100.0	(77)	100.0	(77)
Not Discontinued	5.6	(2)	94.4	(34)	100.0	(36)
Subtotal	1.8	(2)	98.2	(111)	100.0	(113)
Total						
Discontinued	5.8	(17)	94.2	(277)	100.0	(294)
Not Discontinued	38.6	(49)	61.4	(78)	100.0	(127)
Subtotal	15.7	(66)	84.3	(355)	100.0	(421)

Note. The 1989-90 treatment group was followed for 3 years (normal progression into grade 4), the 1990-91 treatment group for 2 years (normal progression into grade 3), and the 1991-92 treatment group for 1 year (normal progression into grade 2). Only pupils enrolled in the Columbus Public Schools during November in each of their follow-up years were included in the analysis.

Summary/Recommendations

In 1991-92 the Reading Recovery program was located in 41 elementary schools and had a staff of 48 teachers (13.0 FTEs). For evaluation purposes, the program started on September 23, 1991 and continued through May 15, 1992. The program served a total of 227 underachieving first-grade pupils who appeared unlikely to read successfully without intensive instruction. These 227 pupils were enrolled in the program for an average of 71.1 days, attended the program an average of 62.0 days, and received an average of 51.1 lessons. The number of lessons received ranged from none to 123.

Pupils were discontinued from the program based on scores on diagnostic measures indicating that they were reading at the level of their classroom and based on teacher judgment that the pupils had developed effective reading strategies. Of the 227 pupils served, 34.5% (78) were discontinued, 17.2 (39) received 60 or more lessons but were not discontinued, and 48.5% (110) were not discontinued and received less than 60 lessons. Of the 89 pupils who received 60 or more lessons, 56.2% (50) were discontinued.

The treatment group consisted of the 117 pupils who were either discontinued (78) or received 60 or more lessons but not discontinued (39). The evaluation sample consisted of the 111 pupils who were discontinued or had 60 or more lessons, were English-speaking, and had received a valid score on both the MAT6 pretest and posttest. The three desired outcomes for the 1991-92 Reading Recovery program were met. Of the 117 pupils in the treatment group, 113 had a May text reading level score. Of these 113 pupils, 90.3% (102) reached Scott Foresman level 8 (criterion was 50.0%). Of the 117 pupils in the treatment group, 98.3% (115) were not retained in grade one. Of the 117 treatment group pupils, all (100.0%) had parental involvement in the program (the criterion for retention and parent involvement was 75.0%).

The mean NCE scores on the pretest and posttest were 21.5 (national percentile rank 9.0) and 44.1 (national percentile rank 39.0) respectively. The average growth was 22.6 NCEs. Overall, 86 (77.5%) of the 111 evaluation sample pupils gained 7.0 or more NCEs. Forty-six (41.4%) of the evaluation sample pupils reached the average NCE (46.7) for the district as a whole. The percentages of pupils who were at various percentile levels on the posttest were as follows: (a) 35.1% (39) were at the 50%ile or above (grade level); and (b) 48.6% (54) were below the 37%ile and still eligible for Chapter 1 services.

The Classroom Teacher Survey included ratings related to the reading performance in 1991-92 of pupils who received Reading Recovery service in 1990-91. On a scale that ranged from 5 (very successful) to 1 (very unsuccessful), the average rating on 11 reading items were as follows. For grade 1 (retained) pupils, the average ratings ranged from 4.25 to 3.00. For grade 2 pupils, the average ratings ranged from 3.65 to 3.15. By pupil category, discontinued pupil average ratings for the 11 items ranged from 3.96 to 3.42, compared with 3.00 to 2.44 for not discontinued pupils. Of the teachers responding to the survey who had the Reading Recovery program serving children at their school during 1991-92, 84.8% (39) found the program to be of value to their pupils, and 78.3% (36) found the funding for the program to be appropriate.

Analyses of the long-term effects of Reading Recovery produced the following results. Of the former Reading Recovery pupils who were in a school and at a grade level where a compensatory education program was in operation in 1991-92, 40.4% (74) of the pupils from the 1989-90 treatment group and 33.3% (45) of the pupils from the 1990-91 treatment group were served in a compensatory program.

Of the 421 pupils from the combined 1989-90, 1990-91, and 1991-92 treatment groups who remained in Columbus Public Schools through November 1992, 84.3% (355) followed a normal grade-level progression. The retention rates for grade 1 were: 13.7% for the 1989-90 treatment group, 4.1% for the 1990-91 treatment group, 1.8% for the 1991-92 treatment group, and 7.8% for the three treatment groups combined.

The Reading Recovery program has been continued during the 1992-93 school year, and it is recommended that it continue. With that in mind, the following recommendations are presented:

1. Efforts should continue for exploring ways to minimize the amount of time needed to collect data on pupils served. Much teacher frustration exists because of the volume of record keeping required for the program. Teachers maintain records for both Columbus Public Schools and The Ohio State University College of Education. If both institutions used the same set of data, reporting by both institutions would be consistent and the amount of paperwork required of teachers reduced.

2. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

3. The earliest possible identification of pupils needing special education instruction should be emphasized. Pupils with special needs can be better served by teachers with expertise in specific special education areas. Reading Recovery is not a special education program. If pupils with special education are not identified early, they remain in the Reading Recovery program too long, creating frustration for both pupils and teachers.

4. The whole language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teacher. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole language based approach to instruction.

5. Incorporating in the evaluation design the percentage of discontinued program pupils should be explored. A discontinued pupil is considered able to work in the regular classroom without additional remedial intervention. If the criteria used to discontinue a pupil effectively assesses a pupil's ability, the percent of discontinued program pupils would provide a valuable gauge for assessing the success of the program as a whole.

6. The process and instruments established for recording and collecting program data during the 1991-92 school year should be continued during the 1992-93 school year. Most program teachers found the instruments easy to understand and complete, making data collection at the end of the school year an efficient process.

7. Inservice meetings should be continued to provide program teachers the opportunity to enhance their instructional intervention skills, to share instructional ideas with one another, and to clarify any concerns or misconceptions they may have about the total Reading Recovery program.

8. An on-going process of site visitations by the program evaluator needs to be continued. These visits provide invaluable information for the program evaluator in the areas of content and instruction and provide program teachers the opportunity to clarify questions they may have about evaluation requirements and record keeping. These visitations also help build a rapport between the program teacher and program evaluator.

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Appendix A

Concepts About Print and Dictation

CONCEPTS ABOUT PRINT SCORING SHEET

Date: _____ Stones: _____ Sand: _____ TEST SCORE _____ /24

School Name: _____

Classroom Teacher: _____

Use the script when administering this test.

PAGE	SCORE	ITEM
Cover	_____	1. Front of book
2/3	_____	2. Print contains message
4/5	_____	3. Where to start
	_____	4. Which way to go
	_____	5. Return sweep to left
	_____	6. Word by word matching
6	_____	7. First and last concept
7	_____	8. Bottom of picture
8/9	_____	9. Begin "The" (Sand) or "I" (Stones) bottom line, top OR turn book
10/11	_____	10. Line order altered
12/13	_____	11. Left page before right
	_____	12. One change in word order
	_____	13. One change in letter order
14/15	_____	14. One change in letter order
	_____	15. Meaning of?
16/17	_____	16. Meaning of period/full stop
	_____	17. Meaning of comma
	_____	18. Meaning of quotation marks
	_____	19. Locate M m H h (Sand) OR Tt Bb (Stones)
18/19	_____	20. Reversible words (was, no)
20	_____	21. One letter: two letters
	_____	22. One word: two words
	_____	23. First & last letter of word
	_____	24. Capital letter

Directions

1. Place the pupil's ID label on the back of the form. If there is no ID label for a pupil, please provide student number, birthdate, student's legal name (last, first, MI), grade, and school code in the space provided.
2. Put an X in the blank next to the form of the test the student took (either Stones or Sand).
3. In the score column, place a 1 (one) beside each correct item. If the item was incorrect, place a 0 (zero) in the column.
4. Record the total number of items correct in the test score box.
5. Turn this form over and enter data from the Dictation test.

DICTATION SCORING SHEET

Date: _____

School Name: _____

Classroom Teacher: _____

TEST SCORE | /37 |

The	bus	is	coming.	It	will	stop	here	to	get	me.
1 2	3 4 5	6 7	8 9 10 11 12 13	14 15	16 17 18	19 20 21 22	23 24 25	26 27	28 29 30	31 32 33

Directions:

1. Be certain you have completed the required information at the bottom of the form or placed an ID label on the form.
2. Follow the directions for administering and scoring the Dictation test.
3. In the blank above each phoneme, place a 1 (one) if the pupil responded correctly. If the phoneme was incorrect, place a 0 (zero) in the blank. If the phoneme was not attempted, do not mark anything on the line.
4. Record the total number of correct phonemes in the test score box.
5. Return this form to your program evaluator at the Department of Program Evaluation, 52 Starling Street. Keep a copy in your files.

PLACE LABEL HERE

STUDENT NO._____ BIRTHDATE _____ M M D D Y Y

NAME _____ _____ _____ LAST FIRST MI

GRADE _____ SCHOOL CODE _____

Appendix B

Selection Score Matrix

GRADE 1 DIAGNOSTIC TEST SCORING MATRIX
TO DETERMINE PUPIL'S SELECTION SCORE

DICTATION SCORE	CONCEPTS ABOUT PRINT SCORE																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 ... 24
0	19	22	24	27	30	32	35	37	40	43	45	48	51	53	56	58	61
1	21	23	26	29	31	34	36	39	42	44	47	49	52	55	57	60	63
2	22	25	28	30	33	35	38	41	43	46	48	51	54	56	59	61	64
3	24	26	29	32	34	37	40	42	45	47	50	53	55	59	60	63	66
4	25	28	31	33	36	39	41	44	46	49	52	54	57	59	62	65	67
5	27	30	32	35	37	40	43	45	48	50	53	56	58	61	63	66	69
6	29	31	34	36	39	42	44	47	49	52	55	57	60	62	65	68	70
7	30	33	35	38	40	43	46	48	51	54	56	59	61	64	67	69	72
8	32	34	37	39	42	45	47	50	52	55	58	60	63	66	68	71	73
9	33	36	38	41	44	46	49	51	54	57	59	62	64	67	70	72	75
10	35	37	40	43	45	48	50	53	56	58	61	63	66	69	71	74	76
11	36	39	41	44	47	49	52	55	57	60	62	65	68	70	73	75	78
12	38	40	43	46	49	51	53	56	59	61	64	66	69	72	74	77	80
13	39	42	45	47	50	52	55	58	60	63	65	68	71	73	76	78	81
14	41	43	46	49	51	54	57	59	62	64	67	70	72	75	77	80	83
15	42	45	48	50	53	55	58	61	63	66	69	71	74	76	79	82	84
16	44	47	49	52	54	57	60	62	65	67	70	73	75	79	81	83	
17	46	48	51	53	56	59	61	64	66	69	72	74	77	79	82	85	
18	47	50	52	55	58	60	63	65	68	71	73	76	78	81	84		
19	49	51	54	56	59	62	64	67	69	72	75	77	80	83	85		
20	50	53	55	58	61	63	66	68	71	74	76	79	81	84			
21	52	54	57	60	62	65	67	70	73	75	78	80	83				
22	53	56	58	61	64	66	69	72	74	77	79	82	85				
23																	
24																	
.																	
.																	
.																	
37																	

NOTE: Pupils with a Selection Score not included on this matrix will not qualify for Chapter 1 program.

REVISED 9/13/91

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Appendix C

Teacher Census Form

1991-92
Teacher Census Form

Social Security Number __ __ __-__ __-__ __ __ __

Name _____

School Assignment _____ Cost Center _ _ _

Your Teacher Leader _____

List Chapter 1 - DPPF programs you are involved with:

	Program	Program Code
1.	_____	_ _ _ _ _
2.	_____	_ _ _ _ _
3.	_____	_ _ _ _ _
4.	_____	_ _ _ _ _

Full-Time Employee _____

or (check one)

Part-Time Employee _____

Number of Reading Recovery sections per day _____

Number of Early Literacy groups per day _____

Appendix D

Calendar Worksheet/Parent Involvement Log

A CALENDAR WORKSHEET FOR COMPUTING DAYS OF PUPIL SERVICE A

1991-92

Reading Recovery

Student's Legal Name _____ Last, _____ First

Student's Birthdate _____ M M D D Y Y

Student Number _____

Race Code _____ (1-5) Sex _____ (M OR F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other RR schools.

Grade Level 0 1

Selection Score _____

RR Teacher Name _____

Program Code _____

School _____

School Code _____

1991-92	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Schdl. (1,2,3,9)	TOTALS Served (2,3,9)
Aug. 26 - Sept. 20	M	M	28	29	30	H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	////////////////	////////////////
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	\\\\\\\\\\\\\\\\	\\\\\\\\\\\\\\\\
Sept. 23 - Oct. 18 (Max. schdl. days-19)	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	14	15	16	17	CDTA 0		
Oct. 21 - Nov. 15 (Max. schdl. days-19)	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC 0		
Nov. 18 - Dec. 13 (Max. schdl. days-18)	18	19	20	21	22	25	26	27	H 0	N 0	2	3	4	5	6	9	10	11	12	13		
Dec. 16 - Jan. 24 (Max. schdl. days 19)	16	17	18	19	20	6	7	8	9	10	13	14	15	16	17	H 0	21	22	23	24		
Jan. 27 - Feb. 21 (Max. schdl. days-19)	27	28	29	30	31	3	4	5	6	7	10	11	12	13	PC 0	17	18	19	20	21		
Feb. 24 - Mar. 20 (Max. schdl. days-20)	24	25	26	27	28	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
Mar. 23 - Apr. 17 (Max. schdl. days 19)	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	N 0		
Apr. 20 - May 15 (Max. schdl. days-15)	N 0	N 0	N 0	N 0	N 0	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15		
May 18 - June 12 (No scheduled days)	18 0	19 0	20 0	21 0	22 0	H 0	26 0	27 0	28 0	29 0	1 0	2 0	3 0	4 0	R 0	8 0	9 0	10 0	11 0	12 0	////////////////	////////////////
																				TOTALS	Scheduled	Served
																				(Max. Scheduled = 148) (Max. Served = 148)		

SERVICE CODES 0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served - One Lesson
3 = Pupil Served - Two Lessons
9 = Pupil Roaming in the Known

Lessons | | | | |

Date Discontinued _ _ _ _ _ _ M M D D Y Y

RACE CODES: 1 = Non Minority, 2=Black, 3=Spanish Surname, 4=Asian American, 5=American Indian

EVALSRVCS/P501/E120RIE91

BEST COPY AVAILABLE

ESEA - Chapter 1
Parent Involvement Log
1991-92

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.
Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

Appendix E

Pupil Data Sheet

PUPIL DATA SHEET

SCHOOL CODE _ _ _ PROGRAM CODE _ _ _ _ _ SSN _ _ _ _ _ _ _ _ _

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _

2. STUDENT NO. _ _ _ _ _ _ _ GRADE _ _ BIRTHDATE _ _ / _ _ / _ _

3. PUPIL PROGRESS NONE SOME MUCH

4. HOURS PER WEEK OF INSTRUCTION |___|___|.|___|

5. IS THIS PUPIL ENGLISH SPEAKING? NO YES

6. WAS THIS PUPIL DISCONTINUED? NO YES

7. PARENT VOLUNTEERED IN CLASSROOM? NO YES

8. PARENT HELPED WITH HOMEWORK? NO YES

9. PARENT READS TO CHILD OR CHILD READS TO PARENT? NO YES

FOR NUMBERS 10-14, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND CUMMULATIVE HOURS OF CONTACT

	NO. OF PARENTS	NO. OF HOURS
10. PLANNING	|___|	|___|___|___|.|___|
11. GROUP MEETINGS	|___|	|___|___|___|.|___|
12. INDIVIDUAL CONFERENCES	|___|	|___|___|___|.|___|
13. CLASSROOM VISITS	|___|	|___|___|___|.|___|
14. HOME VISITS	|___|	|___|___|___|.|___|

	THRU 04-03-92	FROM 04-06-92 THRU 05-15-92
15. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS)	|___|___|___|	|___|___|
16. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS)	|___|___|___|	|___|___|
17. SCOTT FORESMAN TEXT READING LEVEL	|___|___|	
18. NUMBER OF LESSONS THRU 05-15-92	|___|___|___|	

Prepared by
Office of the Deputy Superintendent
Department of Program Evaluation

Appendix F

Classroom Teacher Survey

COLUMBUS PUBLIC SCHOOLS

READING RECOVERY
P R O G R A M

Classroom Teacher Survey

1991-92

The purposes of this survey are to find out what you think about the reading performance of pupils currently in your room who were served by the Reading Recovery program in 1990-91 and to find out your opinions of the Reading Recovery Program. Your opinions are an important part of program evaluation. Please answer each item carefully. There are no right or wrong answers. Complete the survey and return it to Program Evaluation via school mail (by folding and stapling the survey in reverse) by **May 15, 1992**. The answers you give will be completely confidential. No reporting will be done for individual pupils or teachers. Thank you for your cooperation.

Directions:

1. Look at the **white printout** (next page) containing the names of pupils currently in your room who were served by the Reading Recovery program **last year**.

2. FOR EACH PUPIL LISTED ON THE PRINTOUT, **COPY THE STUDENT NUMBER** AND **LAST NAME** AND **CIRCLE THE GRADE LEVEL** FROM THE PRINTOUT ONTO THE TOP OF THE SURVEY FORM WHICH IMMEDIATELY FOLLOWS THE PRINTOUT. THIS INFORMATION IS ESSENTIAL FOR THE SURVEY ANALYSIS.

3. Please answer items 1-21 **for each pupil**. If you have more than one pupil listed on your survey, please complete all items for the first pupil before beginning items for the next pupil.

4. Answer the remaining questions about the Reading Recovery program and about the grade(s) you teach.

5. Provide comments as indicated.

For items 1 - 13, circle the **one** response that best represents your opinion.

1. Is this pupil currently in your room?
2. Has this pupil been in your room long enough for you to evaluate his or her reading performance?

For items 3 - 13 use the following key:

5 = Very successful
4 = Successful
3 = In-between
2 = Unsuccessful
1 = Very unsuccessful

Pupil #1 Student # _____ Name: _____ Grade: K 1 2 3	Pupil #2 Student # _____ Name: _____ Grade: K 1 2 3	Pupil #3 Student # _____ Name: _____ Grade: K 1 2 3	Pupil #4 Student # _____ Name: _____ Grade: K 1 2 3
YES NO YES NO	YES NO YES NO	YES NO YES NO	YES NO YES NO
If No, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If No, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If No, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.	If No, then do not rate this child but rate any other pupils as appropriate AND be sure to go to item 22.
5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
3. Reads and understands fictional stories — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
4. Reads and understands informational reading materials — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
5. Reads library books for pleasure — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
As demonstrated in formative reading tests, student:			
6. identifies main idea — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
7. predicts outcomes — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
8. sequences events — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
9. identifies details — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
10. draws conclusions — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
11. uses context clues to solve unfamiliar words — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
12. writes own stories — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
13. attempts to write unknown words — 5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

(Continued)

	Pupil #1 (Same pupil as previous page) Name:	Pupil #2 (Same pupil as previous page) Name:	Pupil #3 (Same pupil as previous page) Name:	Pupil #4 (Same pupil as previous page) Name:
For items 14-21, circle the **one** response that best represents your opinion.				
14. Was the student discontinued from Reading Recovery?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
15. Does the student demonstrate independence in problem solving?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
During the last grading period, student earned the following grade in (Circle NA = NOT APPLICABLE if pupil was not enrolled):				
16. language arts	O S I U NA	O S I U NA	O S I U NA	O S I U NA
17. reading	O S I U NA	O S I U NA	O S I U NA	O S I U NA
18. communications	O S I U NA	O S I U NA	O S I U NA	O S I U NA
19. Will be retained at the end of this school year	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
20. Was this a non-English speaking student (ESL)?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE
21. Did this pupil become qualified for a Special Education program during 1991-92?	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE	YES NO NOT SURE

(Continued)

Items 22-24 concern the Reading Recovery program.

22. Is the Reading Recovery program serving your school this year? (Please circle your response.)

YES — If YES then go to item 23

NO — If NO then go to item 25

For items 23-24 circle the one response that best represents your opinion about each item. Use the following response key:

SA = Strongly Agree
A = Agree
U = Undecided
D = Disagree
SD = Strongly Disagree
DK = Don't Know

SA A U D SD DK

23. The Reading Recovery program is of value to pupils in my school.

SA A U D SD DK

24. Compared to other ways that money could be spent for compensatory reading programs in my school, I support the funding of the Reading Recovery program.

SA A U D SD DK

25. Circle the grade(s) you presently teach.

1 1-2(split) 2 2-3(split) OTHER _____

26. If you teach Special Education, please specify what type (otherwise leave this item blank).

Type of Special Ed. _____

You may use the space below to explain one or more of your answers or to comment on the Reading Recovery program in general.

27. Comments: _____

_____

_____

Thank you! Please return this survey by **May 15, 1992.**

Appendix G

Comments From the Classroom Teacher Survey

Columbus Public Schools
Reading Recovery Program

CLASSROOM TEACHER SURVEY COMMENTS
1991-92

[Pupil] received an "I" for both the first and second grading periods. She will also receive an "I" for the final grading period. The 3rd grading period she got a "U" because although she is very adequate in other areas (ex: math), she was not taking her reading seriously. She has changed her attitude however and is improving slowly.

I never would have known that [pupil] was in Reading Recovery last year. He is one of my best readers although he still has problems figuring out unknown words.

[Pupil] is a terrific kid who has a great talent for readers' theatre. He has also many advanced language structures and vocabulary words rolling around in his head!

I would like to have more students in the program - perhaps add another teacher?

Great program - Hire more reading recovery teachers so all the children who need these services can get them. Waiting lists are inexcusable! No wonder we have low test scores...spend the money on the children!

Great program - Hire more people so all the children who need these services can get them! There should be no waiting lists. Help/serve all the children.

[Pupil] reads with more fluency than other children who are poor readers.

I feel Reading Recovery benefits those children that are in the average range of intelligence and that have support at home. Without both factors, progress gain in first grade seems to be lost further down the road.

[Pupil] has been in CBE program this year. There has been no home involvement in [pupil's] school progress.

[Pupil] really learned and remembered the rules for sounding out words and combinations of letters. She helps others in class that are having trouble and tells them the rules. I am really impressed with her problem solving.

I feel the program is much better this year than last year.

Worthwhile communications program with easily observed positive results.

[Pupil] was not a successful reader. He needed to have repeated Reading Recovery this year.

[Pupil] does not try. We feel it would do no good to hold him back. Home support is very poor.

I marked "U" because I have never really observed anyone working in Rdg. Recovery. Also, some pupils that I have had seemed "recovered" (after going through the program) - others did not. I'm not sure how much other factors may have played in a "recovered" student (ex: summer school, more mature, different teacher, etc.).

EVALSRVCS/P501/RRFUSC92
6-29-92

Reading Recovery Program
CLASSROOM TEACHER SURVEY COMMENTS (1991-92) Continued

[Pupil] has developed many skills by attending Early Literacy, skills that she would not have developed in a regular classroom. She is not very successful when using these skills but she does try to use them.

I wish we could provide services to more students.

The program should continue until as close as possible to end of school year, not 5 weeks before!

I have observed a great deal of "awareness of reading strategies" from children who have participated in Reading Recovery. [Pupil] is a unique case - his reading difficulties are complicated by a hearing deficiency in his toddler years...he does not hear all the sounds correctly. He is very bright - very observant and curious. He's beginning to meet success.

[Pupil] is doing very well and is one of my group leaders.

I feel this approach, Reading Recovery as well as this series of texts we are using, doesn't teach much of anything. I feel my class is very unprepared in reading and language arts. They lack many basic reading, decoding and writing skills. It scares me to think these children will not really be ready to go on.

I feel Reading Recovery should not serve small groups the way it does now. It is different than Early Literacy and CBE and should be taught as such.

The children that I teach who have had Reading Recovery come to 2nd grade knowing the strategies to use when they come to an unknown word. I wish all first graders would have this training. I think it is the most worthwhile pull-out program we have.

Reading Recovery teachers have far too much paperwork for the amount of time they have to prepare. More teachers are needed to serve the children - no child needs to wait for service. We are not meeting the students' needs.

Good program. Just not cost effective!

Reading Recovery is a program that allows children with special reading needs to be served more individually.